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CANDIDATES FOR DEGREES
AND DIPLOMAS AT MAY
COMMENCEMENT

The applications of the persons whose names occur below for graduation at the May 23, 1938 Commencement have been temporarily approved by the Directors of their Division. It is understood that graduation is contingent upon satisfactory work between now and the end of the current regular session:

Division of Agriculture

Bagwell, Lawrence Reuben
Cleaver, Emanuel Eugene
Dacus, Alton
Daniels, Eunice
Davis, Louis Connie
Dizer, Wade Douglas
Glosson, Alonzo Calvin
Hammons, Lawrence Christy
Hayes, Luther
Hubbard, Ezekiah Lee, II
McClure, Foster Donald
McDaniel, Walter
Mugrove, Irvin Ulysses
Muse, Bert
Poole, Dussie Samuel
Redus, Carly Lee
Robinson, Marvin Rodney
Sayles, Felton Cornelius
Smith, Giles Douglas
Tyson, Curtis Shalto
White, Henry Washington, Jr.
Woods, Johnnie James

Division of Arts and Sciences

Anderson, Edison Holmes
Bailey, James Thomas
Benjamin, Lumpkin Calier
Booker, Robert Tommie J.
Campbell, Willie Bee
Duplantier, Jessie S.
Daval, Lillian Ellene
Freeman, Ruth Loretta
Fuqua, Izola Fornsworth
Goodman, Lodia LaVon
Guest, Rosa Gonzell
Hembry, Winfred Anthony
Howell, Marian Louise
Hudson, Tomie Dee
Inman, Bernice Louise
Jackson, Byrdie Frances
Joiner, Osia Mae
Jones, Lark R.
Jones, Ruth Ella
Jordan, Demalesta Majorie
Lee, Mrs. Ella L.
Louder, Margaret Arctelia
Luper, Evelyn Prince
McDonald, Falaria Iris
McMillan, Marion Claire
Marion, John H.
Mercher, Herbert
Pitts, James Charles

Polk, John Allen
Reed, Mamie Viviana
Rhoads, Frieda Estelle
Richard, Thelma Cecile
Seay, Willie Gerald
Session, Andrew
Shields, Laura Arthulene
Smith, Herman Talliferrio
Sneed, Thelma Madelyne

Stewart, George Lawrence
Tatum, Elois Olive
Thomas, Robert Ogden, Jr.
Thompson, Raymond B.
Webster, Edith
Well, Carlean Meriem
Winn, Mabel Louise

Division of Home Economics

Alexander, Novella
Allen, Victoria Loraine
Bank, Lucille Milton
Braxton, Ella Lee
Carpenter, Helen Augusta
Collins, Myrtle Philomena
Goldkwaite, Regenia Anola
Gray, Annie Mae
Hardin, Bertice M. J.
Huff, Verna Verlora
Johnson, Frances Marilyn
Lee, Beola Marie
Madison, Ruby Laura
Malone, Thelma Louise
Means, Evelyn Dolores
Miller, Odessa Annie
Pruitt, Gladys Hortense
Smith, Bessie Inez
Taylor, Charmaine Estelle
Toliver, Luberda J.
Walton, Johnnie Mae
Westbrook, Rhoda Audrey
White, Edna Margaret
Wright, Kathryn Mozell

Division of Mechanic Arts

Adams, Lionel Joseph
Alexander, Byron Hamilton
Board, John Armour
Carpenter, Francis Paisley
John, Elbridge
Jones, Leslie Olyn
Kaffie, Ivan William
Peterson, James Wesley
Polk, John Henry

Trade Certificate (Non-Teaching)

Alexander, Byron Hamilton
Toliver, Luberda J.
Allen, Owen Prince
Freeman, William Motte
Freeman, William Motte
Black, Clarence Love
Board, John Armour
Auto Mechanics
Lee, Edward Alsworth
Painter
Lee, Wilbur James
Tailoring
McIntosh, James D.
Tailoring
Cotton, Samuel Taylor
Auto Mechanics
Rhumba, Horace Tyson
Tailoring
Thomas, O. D.
Auto Mechanics
Williams, Tibert, Jr.
Tailoring
Womely, Jarvis Malcolm
Tailoring

Division of Nursing Education

Baugh, Miss Marvelle
Giles, Stella Ellen
Graham, Marion Elvise
Johnson, Albertine Luper
Hicks, Ina Delores
Harris, Mable Lee
Haynes, Edna Elise

OBJECTIVES FOR A LIBERAL
ARTS COLLEGE

Continued from page 3

David Snedden, in his "Sociological Determination of Objectives in Education," p. 6 says:

Two forces are, however, now compelling sweeping changes in educational faiths. The multiplication of forms of useful knowledge that manifestly can and should be taught to some if not all of the rising generation brings us constantly into situations where choices must be made. We obviously cannot have everything and it is urgent that we devise means of determining which is best.

Again, the underlying social spirit of our times is opposed to blind action and insists on increasing purposiveness. But purposiveness in education necessitates knowledge of practicable as well as desirable goals—practicable for learners as they now are with all their variabilities of power, capacity and opportunity; and practicable also for given societies as they now are with their needs and resources.

I sincerely believe to bring order out of an educational chaos is the mission of the Liberal Arts curriculum.

Finally, whatever the specific objectives of any Liberal Arts College are, I agree with Frederick B. Robinson, President of the College of the City of New York when he says:

"The aims of education, whether consciously directed or not, are to quicken the sensitivity and receptivity of each person so that he may become increasingly aware of his current surroundings and of what has been wrought by the race over eons of time, and also to develop his creative potentialities so that he may contribute his share to the maintenance of life and to the physical, intellectual, and ethical progress of all.

Let no man presume to give advice to others that has not first given good counsel to himself.

—Seneca.

Howard, Willie B.
Jones, Little LaWillie
Land, Velma Lee
Moore, Bernette Elizabeth
Parker, Harriette Bernyce
Phillips, Daisy Belle
Thomas, Lucille Bea
Williams, Catherine Louise

J. B. Cade, Registrar.

The Prairie View Standard

Vol. XXIX Prairie View State Normal and Industrial College, Prairie View, Texas, April, 1938 No. 8

OBJECTIVES FOR A LIBERAL
ARTS COLLEGE AND FOR THE
LIBERAL ARTS STUDENT

By Miss Anna L. Campbell, M. A.,
Department of English

The times demand that the Liberal Arts College take account of its educational stock and determine its policies. In the early day of formal education when scientific knowledge of the world was very meager, all schools were of one kind, and there was no need for a definite statement of objectives. Today the situation is entirely changed. And since it is impossible for any school to attempt to offer all the possible courses, we have many different types of schools, namely, Liberal Arts Colleges, Teacher Training institutions, Technical Schools, etc. And each school with its restricted field should have definite objectives.

Tonight we are especially interested in the objectives of the Liberal Arts College. It will be impossible to give detailed objectives in the limited time allotted me (ten minutes) and certainly the task of clarifying educational objectives is more difficult and important than might appear on the surface, but we can consider some general principles which should guide in the selection of those objectives.

In the first place, the type of college should be considered. The objectives of a state school such as this may differ from those of a private denominational school. For example, a state supported institution might be primarily interested in developing citizens with a broad, cultural training, while a denominational school might be especially interested in training for religious leadership. But the fact remains that all Liberal Arts Colleges have certain functions in common. Differences may depend upon variations in student personnel and community needs, but in the formulation of objectives, we must keep constantly before us our purpose to cultivate the intellectual virtues, whether the student is destined for a life of contemplation or a life of action. And to meet individual needs, aims must be adjusted to current life applications.

Continued on page 3

CRISIS

By Napoleon B. Edward

I

Why yonder mountain flame,
And roar and smoke,
And grave the town and fame
And living folk?

II

There is sin on earth our
way,
In awe despair,
There is woe and drear today,
A crisis there.

III

Why days are dark at noon,
And people weep,
And nights are sad, no moon,
No time to sleep?

IV

Why hear the bugles call,
To face the foes,
And scepters break and fall,
On mundane shores?

V

There is war against the
wrong,
So wild and rife,
To build more true true and
strong,
The nation's life.

NEGRO EXTENSION SERVICE IN TEXAS

By Prof. H. S. Estelle, B. S., District
Agricultural Agent

The Negro Extension Service of Texas, at the beginning of 1919 had a personnel of six county agents and five home demonstration agents. At the end of 1937, it had a personnel of eight-six agents; forty-three of which are county agents, five staff members, three of which are men, two are women, and the balance are home demonstration agents serving in the counties. Forty of the forty-three farm agents are graduates of Prairie View College, two are graduates of Tuskegee Institute and one agent is a high school graduate.

Cooperative Extension Work, as set up by the Smith Lever Act of

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GRADUATE STUDY AT PRAIRIE
VIEW STATE COLLEGE
THIS SUMMER

By E. M. Norris, Ph. D., Chairman
Committee on Graduate Study

The summer program of graduate study at Prairie View begins June 6, 1938.

Major and minor fields of study include Rural Education, Agricultural Economics, Agricultural Education, School Administration and Supervision, and Rural Sociology. A normal load consists of three courses yielding three semester hours of credit during the ten-week session.

An approximation of expenses is as follows: matriculation, \$12.50 for the summer; materials fee, \$1.00 and \$2.00 per course; good quiet room, \$2.50 per week; board \$4.00 to \$5.00 per week; incidentals, including laundry, tonsorial grooming, etc., \$1.50 per week. Applicants are requested to indicate the type of rooming and boarding accommodations desired.

For admission an applicant must have received his first degree from a senior college of recognized standing. In addition, his previous record must indicate fitness and ability to pursue advanced study and to do scholarly research. Persons duly qualified may have their work organized and directed toward the degree of Master of Science.

An applicant who is a graduate of another institution should have a complete transcript of his college record sent to the Graduate Office at Prairie View, at least two weeks prior to the opening of summer school. Prairie View graduates are urged to file their application forms on or before May 15, in order that their applications may receive consideration by the Committee on Graduate Study on that date.

Persons who consider entering upon graduate study at Prairie View during the summer should write at once (if they have not already done so) for the regular application form and the "Announcement of Graduate Study"—a bulletin containing the rules and regulations of the Division and a list of courses offered, together with course descriptions.

The Prairie View Standard

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W. Rutherford Banks, Principal
Napoleon B. Edward, Executive Secretary

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Notice to Contributors

The Standard requests all professionals as well as the public in general to send articles for publication directly to the editor.

TEXAS NEGRO PRESS ASSOCIATION

Officers of the Texas Negro Press Association elected at the annual session of the association held in Fort Worth, Texas, for fiscal year 1938-1939, are as follows:

President, Napoleon B. Edward, Editor, Prairie View Standard, Prairie View.

Vice President, J. H. Owens, Editor, Dallas Gazette, Dallas.

Secretary, Miss W. E. Sanders, Fort Worth Mind, Fort Worth.

Assistant Secretary, W. M. Collins, Director, Schulenburg News, Schulenburg.

Corresponding Secretary, Miss Ruth Harraway, Fort Worth.

Treasurer, R. L. Melton, Editor, Fort Worth Mind, Fort Worth.

Attorney, Carter Wesley, Editor Houston Informer, Houston.

Statistician, Andrew Jackson, Editor, Texas Methodist Magazine, Sherman.

Parliamentarian, Walter Cotton, Editor, Open Forum, Mexia.

Executive Committeeman, L. J. Rhone, Editor, Waco Messenger, Waco.

Executive Committeeman, C. C. Tedford, Director, Booker T. Washington High School News, Dallas.

Executive Committeeman, J. R. Stark, Editor, Western Index, Dallas.

THE TEXAS NEGRO PRESS

It was unfortunate that only a few white persons in Fort Worth took more than passing notice of the convention of the Texas Negro Press Association which was held in this city last week.

Had more of the responsible citizenry, both white and colored attended at least the closing session of the convention Friday night at Mount Gilead Baptist Church, there would have been afforded a needed clarification for them of the vital interracial problems. Napoleon B. Edwards of Prairie View Normal, president of the Negro Press Association, and colored editors who spoke on the program are all well educated men with a full realization of the ethics underlying their vocation and with an enlightened, tolerant comprehension of the racial problem.

Toward a solution or at least an amelioration of difficulties and hardships that fall upon both whites and Negroes by reason of racial misunderstanding, the only successful avenue lies in each side fully grasping the viewpoint of the other. This is the sole purpose of inter-racial conferences, in which are involved no arbitrary or unfair concessions toward the Negro.

The white person in Ft. Worth with a proper sense of public responsibility should take advantage of any future public occasion to clarify his mind on the racial problem. Negroes such as attended the press meeting in Fort Worth last week are useful citizens, entitled to sympathetic consideration and a better understanding.

The Fort Worth Star-Telegram Compliments of Mr. Alex Stedman, Editor.

MALARIAL TESTS

Students, teachers and residents of the college community took the test for malaria recently given at the college under the direction of Dr. C. T. Coogle of the State Department of Health. Dr. Coogle was assisted by Mr. Sarrell, Dr. A. K. Smith and nurses at the college hospital.

Practically every student at the college including the children at the Practice School heard Dr. Coogle in a demonstrative lecture describe various kinds of mosquitoes and explain just how they spread the malarial germs.

NEGRO EXTENSION SERVICE OF TEXAS

Continued from page 1

1914, provided that the financing of the service be done jointly by the County receiving the service, the State and Federal Departments of Agriculture. Monies raised to employ agents in counties and promote their programs employ clerical assistants during the year amounted to \$11,990.00. Number of men and boys reached during 1937, with demonstration and classified instruction amounted to 32,483 men and boys. Numbers of crop demonstrations carried by men and boys 21,001. Number of livestock demonstrations conducted including dairying amounted to 2,676 demonstrations conducted. Number of demonstrations conducted in leather, syrup and forestry amounted to 6,142. The sirup demonstrations contributed a total of 111,000 gallons of sirup and forty sets of harness were made and displayed during the Short Course in August at Prairie View College. Nine hundred and forty-nine demonstrations were conducted in horticulture. The meat production program, including the butchering and curing amounted to 1,451 demonstrations. Seven hundred and sixty four farms were terraced during the year involving a total of twenty-five thousand acres. The Texas experiment station, the Texas Extension Service, the Federal Department of Agriculture certify that each acre of land terraced is worth \$8.50 more than before it was terraced or a total of \$212,500.00 in this one activity.

The whole group of agents representing Texas worked with 59,420 families, averaging five persons to the family, or a total of 267,320 persons. One thousand five hundred and eighty communities had organizations formed and these organizations form the channels through which most of the work is done in the counties.

The time has come when Negroes themselves must prescribe and work out a comprehensive, a judicious and a functional educational program for our school system. If it is ever to be done satisfactorily, Negroes must be enterprising enough to initiate the movement. Any educational system that does not subtend and effect, in a vital way, every phase of people's worthwhile endeavors, is antiquated and a makeshift.

—W. R. Banks

OBJECTIVES FOR A LIBERAL ARTS COLLEGE

Continued from page 1

Education implies teaching; teaching implies knowledge. Knowledge is truth, and truth is everywhere the same.

The first step necessitates that the faculty decide upon the specific objectives and then select the curriculum which is necessary to reach those objectives. It is evident that the objectives of any institution today cannot be permanent, but must be constantly studied and revised so as to keep the institution abreast of the rapidly changing age in which we find ourselves.

Concerning objectives, Floyd W. Reeves, "The Liberal Arts College" says, "A clearcut statement of objectives by an institution should serve" (1) to introduce the ideals of the institution to both the student and the public; (2) as the basis of the educational program that the institution provides."

"To be satisfactory a statement of aims should meet the following requirements: (1) it should be set up in terms of an institutional clientele, taking into account the social groups which the college attempts to serve; (2) it should stress the relationship of the particular aims to the organization of the curriculum offerings; (3) it should include only aims which are understood and shared by the faculty,"

"The institutional clientele will be determined on the basis of factors such as the following; (1) the type of community in which the college is located; (2) the geographical location of the college with reference to its constituency; (3) the religious affiliations of students; (4) the occupational distribution of parents; (5) the economic and social background of students; and (6) the scientific and scholarly qualities of the program offerings.

"The effectiveness of an institution should then be judged not only by the kind of aims which it has set for itself but also by the efforts it is making to achieve its own objectives."

Are we capable of evolving an American civilization commensurate with our opportunities is the challenging question of today. I contend that no effective group of objectives can ever be decided upon until the faculty arrives at some kind of agreement on its philosophy of education.

Objectives once decided upon should

be made functional in that the grades of the students are a reflection in a large measure of their effort to achieve the objectives set. After the institutional objectives are decided upon the departmental objectives must next be determined, and all departmental objectives should fall logically under one or more of the school objectives. The course objectives are next selected, and they in turn must agree with the departmental objectives. No course should be included in the curriculum whose objectives are not directly in harmony with the school objectives. Even the objectives of the units in the course should be only those which conform.

All things connected with a college should be educational. Hence, the objectives of all extra-curricular activities should be definitely stated and should be such as to conform. Before objectives are formulated, the question to be answered is, "What kind of men or women do we want our graduates to be?" Then, what information and activities will best serve to produce that kind of an individual.

In formulating objectives for a Liberal Arts College, it is essential to take into consideration the (1) knowledges, (2) habits, (3) skills, and (4) attitudes desirable to be developed or instilled. The attitude is most frequently neglected, but is quite frequently the most important. A person with the correct attitude and a knowledge of how to study is not likely to get into any situation that he cannot work his way out of.

These basic principles which I have enumerated influenced the following which are the specific objectives of the Arts and Sciences Division of Prairie View College:

(1) Mastery of the tools of learning upon which more advanced learning depends

(2) Vocational Insight—preparation for economic independence

(3) Acquaintance with Negro accomplishments and development of race pride and morals

(4) Citizenship—An understanding of its duties

(5) Minority group technique for survival—training for leadership—training in selfreliance

(6) Culture—Courtesy, high regard for womanhood, manhood and general acts of courteous behavior

(7) Thrift—Knowledge and a willingness to accommodate expenditures to earning power

(8) Social Intelligence — background of information and social experience that will enable one to render correct judgement in matters of social concern

(9) Health—Development of physical fitness

(10) World Outlook—internationalism—Inter-racial good will, tolerance and understanding

(11) Moral and intellectual honesty

(12) Constructive student-faculty relationships through cooperative searching for new and higher undiscovered truth

(13) Worthy use of leisure

(14) Worthy home membership

(15) Development of latent and known talent and ability; revelation of unknown talent

(16) Encouragement of a reasonable number of students to do graduate work

(17) Stimulation of greater interest and appreciation of industrial education

(18) Encouragement and promotion of research—both Institutional and Individual.

I give you these objectives not only because I think it is important that you know what the objectives of the Arts and Sciences Division of Prairie View College are, but I might add that I also think that course objectives should be given to the students at the beginning of the course and that the instructor should be able to defend those objectives. For I believe any student will get more out of a course if he knows why he is required to take it.

In order that we may be more aware of the importance of the right kind of specific objectives that actually function, I want to quote a very significant statement by Bertrand Russell, "Education and the Good Life," pp. 234-235 in which he makes clear "The Danger of Wrong Aims."

"The power of molding young minds which science is placing in our possession is a very terrible power, capable of deadly misuse, if it falls in the wrong hands, it may produce a world even more ruthless and cruel than the haphazard world of nature. Children may be taught to be bigoted, bellicose, and brutal, under the pretence that they are being taught religion, patriotism, and courage, or communism, proletarianism, and revolutionary ardour. The teaching must be inspired by love, and must aim at creating love in the children."

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